

SOCIOLINGUISTICS

An Introduction

ENG 362



Sociolinguistics

• Definition

- It is the study of language in relation to social factors, such as social class, educational level, gender, age, etc. (Longman)
- It is the study of the effect of any and all aspects of society, including cultural norms, expectations, and context, on the way language is used.
- It's that part of linguistics which is concerned with language as a social and cultural phenomenon.



Sociolinguistics

• Why do we study sociolinguistics?

- Language is not a means of communicating information, it is used to send vital social messages about who we are, where we come from, and who we associate with. We may judge a person's background, character, and intentions based simply upon the person's language, dialect, or, in some instances, even the choice of a single word. (Wolfram)
- Given the social role of language, we should concentrate on the role of language in society.



Sociolinguistics

• Language vs. Dialect

- In some cases, we cannot distinguish between them based the criterion of *mutual intelligibility*, rather, based on political and cultural factors, such as German and Dutch
- Another example: Scandinavian Languages:
 - Norwegian, Swedish, & Danish



Sociolinguistics

• Dialect vs. Accent

- **Dialect:** refers to a variety of language that is different in its vocabulary, grammar, and pronunciation.
- **Accent:** refers only to differences of pronunciation.
- Standard English is a dialect that is different from other varieties of English grammatically and lexically.
- Standard English is the variety usually used by educated people, taught in schools, used in news broadcasts.
- Standard English is spoken with a variety of accents.



Sociolinguistics

- Standard English has formal and colloquial variants, just like any other variety of English.
- It has developed out of the English dialects used in and around London by speakers at the court, scholars, and writers.
- There are a number of regional differences within Standard English, particularly British and American English.
 - Examples, pp. 6-7.



Sociolinguistics

- The RP ('received pronunciation') is the only accent associated with the Standard British English.
- It is favored by the aristocracy and the upper-middle classes.
- It's called: 'Oxford English' and 'BBC English', 'The Queen's English', and taught to non-native speakers of English in England.
- RP is not restricted to a geographical region. It is limited to England, and has prestige in the rest of the British Isles.



Sociolinguistics

- Because language is a social phenomenon, it is closely tied up with the social structure and value systems of society.
- Different dialects and accents are evaluated differently.
- Standard English is widely considered to be 'correct', 'beautiful', 'nice', 'pure', whereas nonstandard and non-prestige varieties are often viewed as 'wrong', 'ugly', corrupt' or 'lazy'.
- Linguistically speaking, all languages and all dialects are equally good as linguistic systems.



Sociolinguistics

- All varieties of language are structured, complex, and rule-governed systems which are wholly adequate for the needs of their speakers.
- Attitudes towards nonstandard varieties reflect the social structure of society.
 - Example: accents with the non-prevocalic /r/ is viewed negatively in England, whereas it viewed positively in New York, USA.



Sociolinguistics

- **Subjective attitudes** are important to the study of language, and they can help to explain why a dialect changes when and how it does.
- Example: The use of prevocalic /r/ is increasing in New York since the second World War (Labov) as the result of the influx of many people from areas where prevocalic /r/ is prestigious.
 - See the Table on page 11.
- In Martha's Vineyard (USA), the use of the old fashioned form is increasing as it signals speakers' social and cultural identity.



Sociolinguistics

- Linguistic change does not always take place in the direction of the prestige norm (Martha's Vineyard Island)



Sociolinguistics

- **The effect of language on society**
- The Sapir-Whorf Hypothesis
 - Speakers' native language set up series of categories which act as a grid through which they perceive the world. Human beings' views of their environment may be conditioned by their language.
 - Examples to support: European languages have tenses, whereas other languages do not have. (see page 14).



Sociolinguistics

- **The influence of social environment of language**
 - Kinship systems in English vs. Njamal language in Australia.
- The values of a society can influence the language
 - Taboo words, e.g. sex and Christian religion. P. 19.
 - Other examples from Nootka and Thai (phonetic resemblance)



Language and Social Class

Chapter 2



Language and Social Class

- Compare the following in terms of the social status of the speaker:

Speaker A

I done it yesterday.
He ain't got it.
It was her what said it.

Speaker B

I did it yesterday.
He hasn't got it.
It was her that said it.



Language and Social Class



- Social class is the hierarchical arrangement of people in society as economic or cultural groups.
- The dimension of social class is not only important, but it is also highly productive in sociolinguistic research.
- It can be determined by a combination of features, such as occupation, income, father's and mother's occupation, education, locality, housing, etc.
- The single indicator that accounts for by far the greatest portion of the linguistic variance is occupation.

Language and Social Class



- Social-class dialects (sociolects)
 - Different social groups use different linguistic varieties
- Social stratification: refers to any hierarchical ordering of groups within a society in terms of power, wealth, and status.
- Social-class stratification is not universal, e.g., India, p. 25.



Language and Social Class



- Labov's (1966) study on the social stratification of English in New York.
- The Detroit study (Wolfram, 1969) & Norwich study by Trudgill (1974), p.34. (The absence of third-person singular -s in the present tense form).
- In Detroit, the use of double negative by African Americans, p.36.,
 - e.g., I can't do nothing.
- In Norwich, social class accents were correlated with three features, pp. 36-37.



The New York City department store survey (Labov, 1972)



- Stratification was defined by the prestige of the three New York City stores: Saks fifth Avenue (high), Macy's (middle), and Klein's (low).
- The relative prestige of the stores was established by a number of factors: the location of the store, the amount of advertising in newspapers, the relative cost of goods, the relative emphasis on prices.

The New York City department store survey (Labov, 1972)

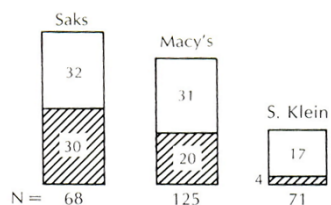
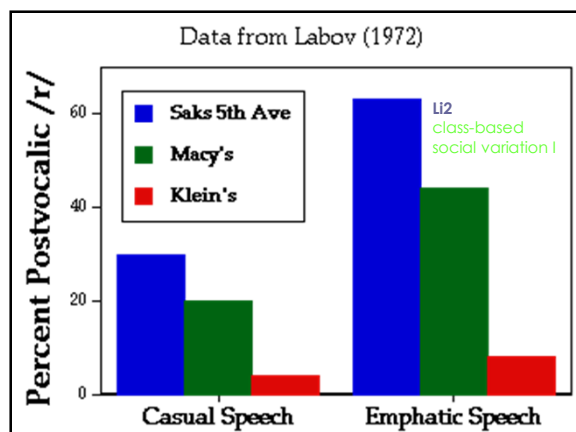


Fig. 2.1. Overall stratification of (r) by store. Shaded area = % all (r-1); unshaded area = % some (r-1); % no (r-1) not shown. N = total number of cases.



Socio-economic status/class

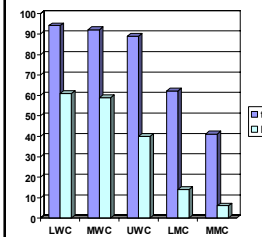
■ Professions most likely to have local accent:

- policeman, fireman...

⇒ Correlation between class (socioeconomic status) and traditional dialect

- Lower classes tend to have more regional variation and preserve/use regional/non-standard variants (e.g. h-deletion in England)
- Why?
 - Upper class more likely to move, go away to school, etc.
 - Regional pride (cf. later discussion of Martha's Vineyard)

Class-based variation in Norwich



% application of t-glottalization (t) and h-deletion (h) from Trudgill 1974



Stratification can be the same across communities

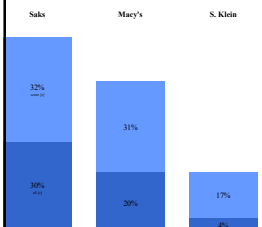
R-deletion in NYC and Detroit

• Many dialects of English delete non-prevocalic r.

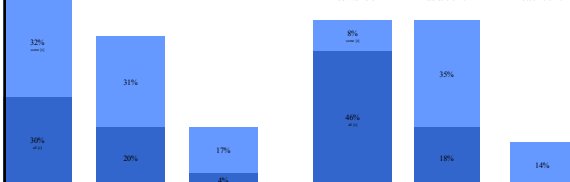
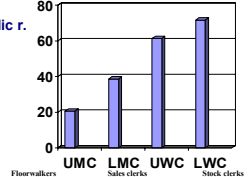
*non-prevocalic r = any r-sound that isn't followed by a vowel:

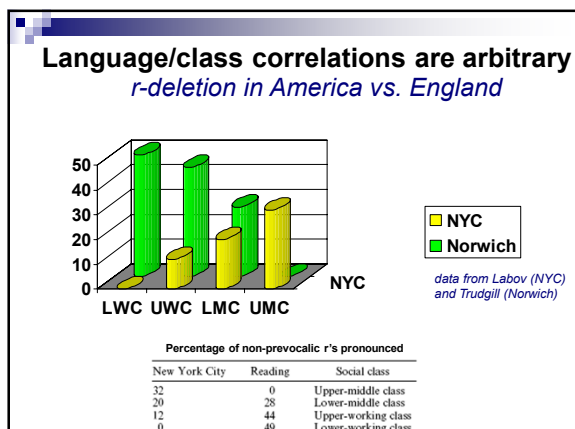
*car, party, sophomore, etc.

Mean % r-deletion in 3 New York department stores (Labov 1966)



Mean % r-deletion in the black community in Detroit (Wolfram 1969)





Language and Social Class

- What is the value of this kind of information?
 1. It shows precisely what sort of info is needed when we assign a social status to a speaker on the basis of a linguistic evidence.
 2. It tells something about the social structure of the particular communities.
 3. It explains more on the idiolect.
 4. It tells a lot about social-class dialects as a continuum.
 5. It demonstrates the process involved in linguistic change.



Language and Ethnic Group

Chapter 3



What is ethnicity?



- Ethnicity is a social construction that indicates identification with a particular group which is often descended from common ancestors. Members of the group share common cultural traits (such as language, religion, and dress) and are an identifiable minority within the larger nation-state.

Varieties of English in the US



- | | |
|------------------------|----------------------------|
| • Italian English | Chicano English |
| • Jewish English | • American Indian English |
| • Irish English | • Vietnamese English |
| • German English | • African American English |
| • Puerto Rican English | |

Language and Ethnic Group



- Race as a category is useless to us without understanding of the construction of ethnicity by individuals and communities. Ethnicity is not about what one is, but rather about what one does
- In this type of study, scholars attempt to find any correlation between linguistic choice and the speaker's ethnicity (linguistic ethnic-group differentiation)
- They found that speakers from different ethnic groups usually speak different varieties of the same language.
 - In Detroit, people successfully recognize black and white speakers in a rate of 84%
- These differences were the result of learned behavior. People acquire the linguistic characteristics of the those they live in close contact with.

Language and Ethnic Group



- In many cases, linguistic characteristics may be the most important *defining* criteria for ethnic-group membership, particularly where language rather than varieties of language are concerned.
- Examples:
 - Accra, Ghana, 80 different languages based on ethnic group to maintain their separateness and identity.
 - Canada: English and French.



Features of an Ethnic Variety



- Lexical differences from standard English
- Phonological differences (vowels, intonation)
- Isolated grammatical features
- Conversational style

Where do these features come from?



- Transfer from the first language
- Processes of second language learning

Language and Ethnic Group

- Signaling identity of ethnic group by a variety of the same language
 - Attitudinal factors are so important in these situations.
 - In some cases, individuals are more likely to be aware of the fact that they are 'Jewish' or 'Black' than to be recognized as, say 'lower middle class'.

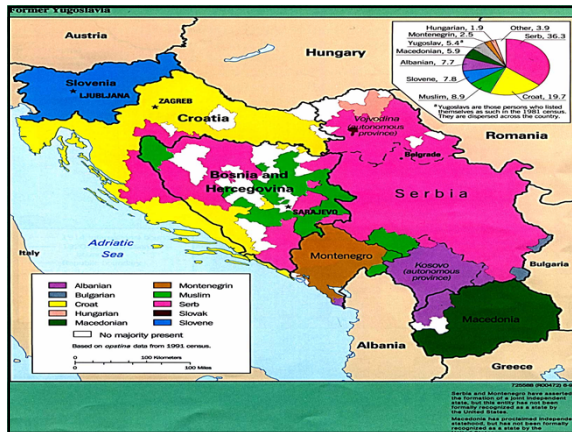


Language and Ethnic Group

- Yugoslavia was a multi-ethnic and multilingual nation between 1918-1990s.
 - Serbian was associated with the Serbian ethnic group, spoken mainly in the eastern area, and were traditionally Orthodox Christians.
 - Croatian was spoken mainly in the western part of the country, mostly by the Croats, who were traditionally Roman Catholic Christians.
 - In the central part, a serbo-croat is used.
 - Lexical cleansing after the break up of Yugoslavia to stress their nationhoods and ethnicities.
 - Bosnian Language.







Language and Ethnic Group

- Substratum varieties: the languages or varieties spoken by groups before they become speakers of their new language.
 - Example (1)
 - In New York English: Yiddish influence on New York Jews, Italian on English speakers with Italian accent. (p. 49-50).
 - In these varieties, differences are encouraged by the ethnic group substratum effect.



Language and Ethnic Group

- Another example of the substratum effect:
 - In Scotland. The ancestors of Highland Scots came from Ireland (spoke Celtic language Gaelic), whereas Lowland Scots were originally Germanic, Anglo-Saxon descent.
 - Up to now, Highlanders speak with some features originally used in Gaelic, p. 51 for examples.



Ethnic Varieties of English



- Spanish, Spanglish, and Chicano English
 - Spanish is spoken by some Hispanics in the U.S. Often speakers of Spanish are bilingual and code switch between Spanish and English. This mixing has been called Spanglish.
- Chicano English is a dialect spoken by some Americans of Mexican descent.

Language and Ethnic Group



- AAVE (African American Vernacular English) is a nonstandard variety of English spoken mainly by lower-class African Americans.
- It is an African American variety (dialect, ethnolect and sociolect) of America English.
- This variety is clearly different by the that used by the Whites.
- Its pronunciation is in some respects common to Southern American English, which is spoken by many African Americans and many non-African Americans in the United States.



AAVE



- AAE originated in the speech of African slaves brought to New World. Also known as African American Vernacular English (AAVE), Black English, and Ebonics.
- Two theories of the origin of AAE exist:
 - The pidginization-creolization theory
 - The language contact theory

Language and Ethnic Group

- Is this difference the results of the substratum effect? This is still a controversial issue.
- There are two views about the origin of AAVE:
 - First View: Most features of AAVE are derived from the English dialects of the British Isles.
 - Second View: AAVE shares so many characteristics with Creole dialects spoken by black people in much of the world that AAVE itself is a Creole. It has been suggested that AAVE has grammatical structures in common with West African languages or even that AAVE is best described as an African based language with English words



Language and Ethnic Group

- **Pidgin** : a simplified speech used for communication between people with different languages, mostly for trading purposes.
- **Creole**: a pidgin language which has become the native language of a speech community, and it has expanded again, and acquired all the functions of a full natural language.



Language and Ethnic Group

- Grammatical features to support the Creole-based hypothesis:
 - The absence of -s in the third-person singular present tense forms, e.g., It come, she like
 - The absence of the copula- the verb to be- in the present tense, e.g., They out there
 - Invariant be (habitual be): the use of the form *be* as a finite verb form, e.g., Sometime he be busy
 - Syntax, p. 57
 - 'existential it', and 'negativized auxiliary preposition



Language and Ethnic Group

- The divergence hypothesis
 - AAVE and white dialects are recently beginning to grow apart due to a lack of integration between black and white communities in the USA, particularly in urban areas.



Language and Sex

Chapter 4



Language and Sex

- What is the difference between sex and gender?
- Sex = male and female
- Gender = masculine and feminine
- So in essence: **Sex** refers to biological differences; chromosomes, hormonal profiles, internal and external sex organs.
- **Gender** describes the characteristics that a society or culture delineates as masculine or feminine.



Language and Sex



- sex would refer to biological traits while gender would refer to social/cultural ones.
- Gender: "an individual's self-conception as being male or female, as distinguished from actual biological sex."
- the use of *gender* to refer to *masculinity* and *femininity* as types is attested throughout the history of *Modern English* (from about the 14th century).
- Gender role and gender identity.
- Most societies have only two distinct, broad classes of gender roles—masculine and feminine—and these correspond with biological sex (male and female).

Language and Sex



- Languages differ considerably in how sex differences are lexicalized:
 - German
 - Kinship terms in English and French, e.g., *cousin*
 - Occupational descriptions, e.g., actor, chairman
- Sex is very often signaled grammatically in most languages, e.g., in the use of pronouns.
 - Hungarian and Finnish have no sex-marking on pronouns at all.



Language and Sex



- Human sex can be indicated in the use of articles, adjectives, e.g., French, Arabic.
- It can also be marked on verb forms, e.g., Polish, Arabic.
- There are different possibilities for how one's own sex may be indicated, p. 63.



Language and Sex

- Many linguistic studies have shown that in many societies the speech of men and women differs in all sorts of ways.
- In some cases, the difference may be quite large, overtly noted, and perhaps taught to children.
- Examples:
 - In an American Indian languages (Gros Ventre) men use different sound than women, p.64
 - In Yukaghir, a north-east Asian language.



Language and Sex

- **Do men and women speak differently?**
 - In West Indies, gender-based language differences was believed to be the result of the mixing of two language groups, Carib and Arawak, divided on sex lines, as the result of an invasion.
 - The result of taboo (Jespersen), p. 66.
 - In Zulu, a wife has not been allowed to name her father-in-law of his brothers or any word that sound like (taboo).



Language and Sex

- In English, taboo can't fully explain sex differences.
- In studies, linguists have found that women on average use forms which more closely with the standard variety or the prestige accent than those used by men.
 - Example: In Detroit, women use fewer instances of the nonstandard features: multiple negation form & non-prevocalic /r/, than men do, p. 70-71



Language and Sex



- The same pattern was observed in England:
 - Norwich English, in the use (ng) in *working*, p. 71
 - In London English, the use of glottal stops in words like *butter* and *but*
- Major Finding
 - In different part of the English-speaking world, female speakers have been found to use forms considered 'better' and more 'correct' than those used by men.
 - This finding has been observed in many other languages.
 - Exception: in communities where women are denied education and/or travel (some Arabic communities).

Language and Sex



- **Explaining sex-based languages differences:**
 - Sociolinguists have developed a number of different speculative suggestions.
 1. Nonstandard features traditionally associated with working –class speech are usually favored by men as they have connotations of masculinity and toughness, which may lead men to use them more than women.
 2. Because many societies are expecting women to adhere to social norms more than from men, so women are expected to use the standard and prestigious forms than men do.



Language and Sex



- Many studies have pointed out that social values and sex roles affect speakers' attitudes towards linguistic variants – and hence their actual usage of these variants.
- Prestige: There are two kinds of it (Labov)
 - **Overt prestige:** is generally one that is widely recognized as being used by a culturally dominant group, RP features in England,
 - **Covert prestige:** are not overly expressed and depart from mainstream societal values (schools and universities), sometimes used to show membership.



Language and Sex

- In Norwich England, men are more concerned with acquiring covert prestige than with obtaining social status as found in Norwich and Detroit English.



Language and Sex

• Linguistic Change

- Women are more conservative than men when it comes to linguistic changes that are in the direction away from the prestige standard, but they are leading the change if it is in the direction of prestige.
- Examples:
 - (glottal stop) in English
 - In Norway, women are leading the change in adopting new prestigious forms.



Language and Sex

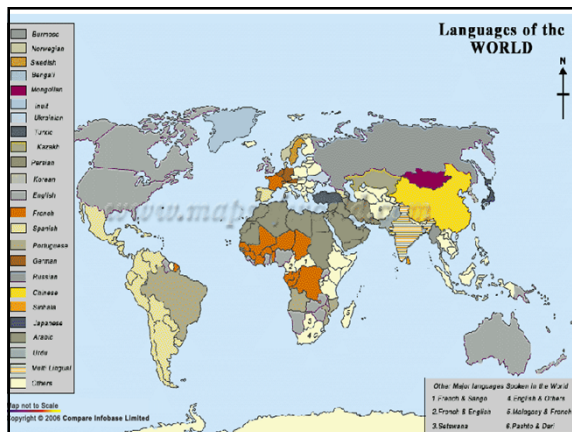
• Conclusions

- Gender differentiation in language arises because:
 - The influence of social attitudes.
 - Social attitudes, in turn, closely associated with signaling one's gender identity.
 - Different roles and expectations for both men and women



Language and Geography

Chapter 8



Language and Geography

- Geographical features are very important in the study of the development and distribution of regional dialects.
 - Example:
 - Barriers
 - Distance
 - When a linguistic innovation- a new word, a new pronunciation, a new usage – occurs at a particular place, it may subsequently spread to other areas, particularly those nearest to it, so long as no barriers intervene.



Language and Geography

- Examples:
 - The loss of non prevocalic /r/ in English in words like *cart* and *car*. (see Map 1)
 - Linguistic innovations often spread from one urban center to another, and only later spread out into the surrounding countryside, due to the general economic, demographic and cultural dominance of town over country.
 - The spread of linguistic features from one area to another is not dependent solely on proximity.
 - Example: The speech of London, Manchester, and the Hyde



Language and Geography



Example:

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 - Example: The speech of London, Manchester, and the Hyde
- This map is considerably simple, p. 148.



Language and Geography

- One interesting problem for sociolinguistics, with no solution yet, is:
 - Why some linguistic innovations spread faster than others?
 - Compare: the spread of [ʌ] instead of [u] in *tough* from London in the 16th century / the spread of the merger of /f/ and /θ/ in *thing* pronounced as *fin* in recent decades.



Language and Geography

152 Sociolinguistics



Map 2. Modern English dialect areas

- In Map 2, cities in England play an important role in diffusing innovations into the surrounding countryside. P. 151.
- The major division of *south* and *north* correspond to the pronunciation of words like *tough* with southern [ʌ] as opposed to northern [u].





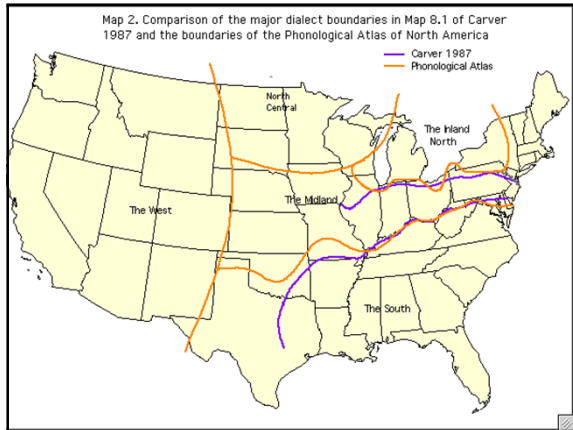


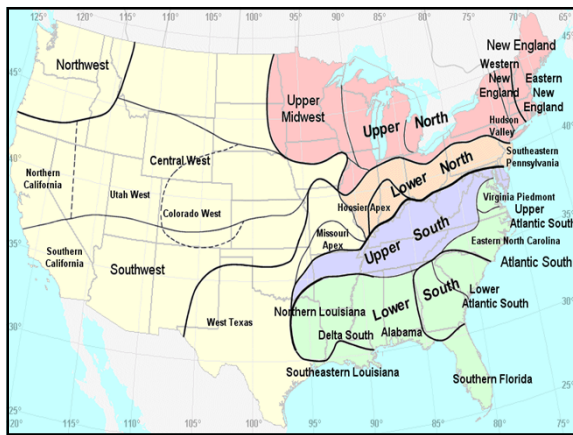


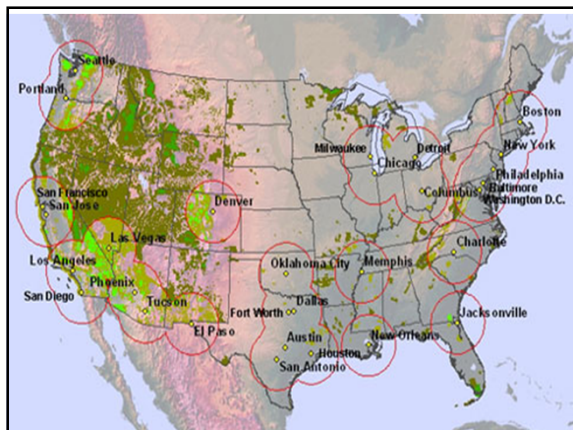
Language and Geography

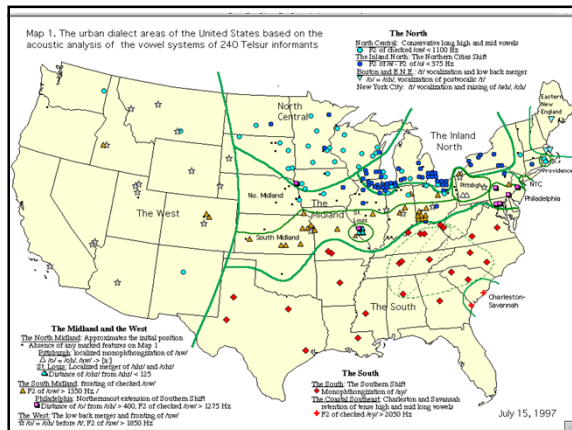
Map 3. Modern North American dialect areas

- This map is for modern dialects of English in the USA and Canada, done by Labov and his associates.
- The lines between dialects go horizontally from left to right, as the result of the way in which North America was settled by English speakers.









Language and Geography

- Unlike the case in England, it is difficult to point to single cities as having a focal role in determining dialect areas, except New York and Boston.
- English was spoken in England for 1500 years, whereas it was spoken for 300 years in North America
 - There has not been sufficient time in North America to lead to the development of smaller dialect areas.
 - Australia has virtually no regional differentiation.



Language and Geography

- The current situation of dialect areas and dialect boundaries is different from what has been the case a hundred years ago due largely to the increased mobility of people in the 20th century in a process called **dialect leveling**: the leveling out of differences between one dialect and another.
 - Traditional dialects are disappearing, but larger modern dialect areas are continuing to diverge from one to another.
 - The same situation is observed in the USA in the Inland North region.



Language and Geography



- Northern cities Vowel shift is typical of the accents of younger people
- African Americans are excluded from this change.
- It is widely noted in large cities, such as Chicago, Detroit, Cleveland, and Buffalo (see the clip).

Language and Geography

- **Why do we have different American dialects?**
 - The role of movement from one place to another.
 - People who settled in the east coast of the USA were coming from different parts of the British Isles. For example, Midland English is influenced by forms inherited from Scottish and northern Irish English as many people from Scotland and Ireland settled there.
 - The effect of *dialect mixture*: mixing of people with different regional dialects. Compare east with west USA.



Language and Geography

- The dialect mixture situation in the USA would not have lasted more than a generation or possibly two.
- In the end, everybody in a given location would have ended up leveling out the differences and speaking the same dialect.
- Whenever a dialect leveling occur in a situation, this leads to the development of a whole new dialect, the process is known as *koineization*
- The same process occurred in the most recently formed major variety of English in New Zealand.



Language and Geography

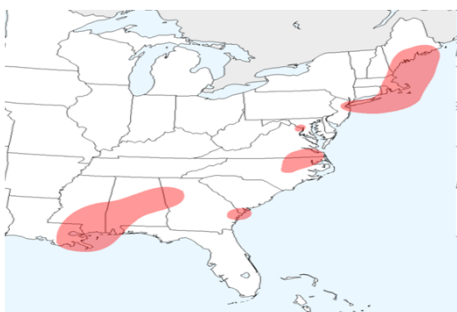
- Linguistic barriers
 - Geographical barriers, such as the River Humber, in the spread of linguistic features in the north of England.
 - Social barriers: social distance may be as important as geographical distance, in the spread of linguistic innovation from one social class to another.
 - Language barriers.
 - The spread of uvular pronunciation in the last 300 years regardless of language boundaries to most Europe (see Map 4), p. 160.

Language and Geography

- Broadly speaking, it appears that only grammatical and phonological features require geographical proximity before the spread of this sort can take place.
- Words can be borrowed from one language into another regardless of proximity.
 - Borrowing often occurs when speakers of one language happen to be dominant in some particular field, such as the English musical and sporting terms
 - English is becoming a main source of loan words, mainly as the result of the widespread use of English as a lingua franca.



The distribution of /r/ less in the USA



Language and Contact

Chapter 9

pp.165-184



Language and Contact

- When English is used as a lingua franca, it normally undergoes a certain amount of simplification and reduction.
- Simplification refers to the process of getting rid of irregularities, such as irregular verb forms.
- Reduction means that, compared with the usage of a native speaker, parts of the language are missing: vocabulary, grammatical structures, etc.
- Pidginization is a technical term that include both simplification and reduction.



Language and Contact

- Swahili is used as a lingua franca in East Africa.
- A pidgin language is a lingua franca which has no native speakers.
- Pre-pidgin: in the first stage of development
- When contact are more permanent, fuller second language learning is more likely to result.



Language and Contact



- Pidgins are genuine languages with structure and most of the attributes of other languages.
- They are not haphazard mixture, nor are they 'bad', 'debased' or 'corrupt' forms of the language.
- For discussion, see p. 169.
- Examples of pidgins, p.169 (bottom)
 - Tok Pisin: the most widely spoken pidgin derived from English, used in Papua New Guinea.

Language and Contact



- Creole languages are pidgins that have acquired native speakers.
- See p. 172 for processes of pidgins and creoles

Language and Contact



- How can we explain the similarities between the pidgins and creoles of different languages? p.178
 - One explanation stresses the of those situations which led to the growth of pidgins, and hence creoles.
 - Another explanation: the 'relexification theory'
 - The first wide-spread European-based pidgin was Portuguese Pidgin
 - When English and French entered the trade, relexification of this Portuguese pidgin took place in which the grammar remained the same but the vocabulary were gradually replaced by French, English or some other dominant European languages

Language and Contact



- Many linguists have argued that AAVE is descended from an original Creole that has become progressively decreolized, as a result of centuries of contact with English, so that it is now a variety of English itself.
 - If this is correct, we can call AAVE *late post-Creole*

Language and Contact



PROCESS

SOURCE

Pidginization:	Pre-pidgin	simplification	admixture	reduction
Focusing:	Pidgin			
creolization:	Creole			
partial:	Post-creole	complication	purification	
decreolization:				
further:	vestigial (late)	complication	purification	
decreolization	Post-creole			

Language and Contact



- Creoloid: a language, which demonstrate a certain amount of simplification and admixture, but which has never been a pidgin or a creole. For example, Afrikaans (the language spoken by the white community in South Africa). See pp. 181-182.

Language and Contact



- When pidgins, creoles, post-creole and creoloids have two main sources, they are called dual-source
 - Examples: Russenorsk: a pidgin which takes elements from both Russian and Norwegian in a bout equal measure.

Language and Humanity

Chapter 10

pp.185-203



Language and Humanity



- Can language be sexist?
 - Yes. How?
 - Sexism: prejudice or discrimination based on sex; *especially*: discrimination against women.
 - In Polish, there is a grammatical distinction in the plural between male humans on the one hand, and female humans, animals, and objects, on the other.
 - Is that related to the relative status of men and women in Poland?
 - No, because Russia, which is related to Polish, does not have this feature.

Language and Humanity



- To what extent can there be a connection between societal structure, and social roles, and gender-differentiation in language?
 - In most Western societies, there is a move to reduce sexual discrimination and gender-role stereotyping.
 - This move has led to attempts to influence and change language and linguistic behavior.

Language and Humanity



- There are words which appear to be discriminatory and male-oriented.
 - Examples of change:
 - Chairman: Chair or chairperson
 - There are words in English which apparently seem equivalent, but the connotation* of them are different:p.187
 - Gentleman –lady
 - Man-woman.
 - *the suggesting of a meaning by a word apart from the thing it explicitly names or describes

Language and Humanity



- It is impolite to call or refer to someone as a *woman* (but not a *man*).
- Lakoff argues that *lady* is a euphemism for *woman*.
 - This is because of the lower status women have typically had in the society, and because of the sexual implications the word *woman* has in a male-dominated society.
 - See page 188 top for an example.

Language and Humanity



- Girl- boy
 - Many people feel uncomfortable using it to refer to anyone older than early teenage.
 - Many people began to avoid using the word *girl* to refer to adult woman.
 - In the USA, names for hurricanes are equally distributed between male and female names.

Language and Humanity



- **Discrimination in language education:**
 - The British government in the 18th century attempted to make the speaking of Gaelic illegal.
 - AAVE has been considered as inferior or inadequate.
 - Some pidgins have been looked down as 'broken English.'
 - In 1994, a minister in the French government tried to outlaw the use of English words in French.
 - In the USA, there was a powerful movement known as English only.

Language and Humanity



- **Language shift:**
 - In Ireland: 200 years ago, most of the population were speakers of Irish Gaelic. Now the majority are native speakers of English
 - More example, p. 191 bottom, 192.

Language and Humanity



- **Why does language shift take place?**
 - The role of language attitudes: negative evaluation,
 - The same thing can be said on dialects.
 - The use of matched guise, p. 194.
 - This illustrates the way we rely on stereotypes when we first meet and interact with people.
 - RP-speakers may be perceived, as soon as they start speaking, as proud and unfriendly by non-RP speakers.
 - The evaluation of children with working class accent.

Language and Humanity



- **Dialect loss** in modern Europe is due to processes connected with geographical mobility and urbanization.
- Many examples: 196-197.
- Dialects are viewed in English-speaking world to be made up of series of 'errors' and that Standard English is full with 'correctness' or 'clarity' or adequacy'.

Language and Humanity



- **What we should do about dialect difference and dialect prejudice in schools? pp.200-203**
- **The 1st Approach:** 'elimination of the nonstandard speech',
 - Psychologically wrong. Identity and group membership
- **The 2nd Approach:** Bidialectalism: nonstandard dialect at home, standard dialect at school.
 - Code-switching: switching from one language variety to another when the situation demands
- **The 3rd Approach:** 'Appreciation of dialect difference.'
 - Teach using the Standard, and educate our society to an understanding, appreciation and tolerance of nonstandard. (changing attitudes)
